

# **DEVELOPING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH DIRECTED READING-THINKING ACTIVITY STRATEGY**

**Lusi Oktaviana, Albert Rufinus, Luwandi Suhartono**

English Education Study Program, Language and Art Education Department Teacher  
Training and Education Faculty of Tanjungpura University, Pontianak  
Email: lusioktaviana88@gmail.com

**Abstract:** This research answers the problem that is, the use of directed reading thinking activity strategy improves students' reading comprehension on narrative text of the eighth grade of SMP N 2 Pontianak. This study was conducted to answer the following problems: How does directed reading-thinking activity improve students' reading comprehension in the orientation, complication and resolution in narrative text? In this research, direct reading thinking strategy is reading strategy in which focused on developing the students reading comprehension in finding out the main idea and the detailed information and understanding the reference, inference and the new or unknown vocabularies of narrative text. This study used classroom action research method. The tools of data collection used observation checklist, and field note. On the first, second and the third cycle the writer used picture and text as helping strategy. From the result of measurement test, the data showed that the students' mean score had improvement from the first cycle to the third cycle. The research results showed that students' reading comprehension on narrative text improved after being taught by Directed Reading-Thinking Activity Strategy.

**Keyword:** Reading Comprehension, Narrative Text, and Direct Thinking Activity Strategy.

**Abstrak:** Penelitian ini menjawab masalah mengenai penggunaan strategi membaca cermat secara langsung dalam meningkatkan pemahaman membaca pada teks narrative terhadap siswa kelas delapan di SMP Negeri 2 Pontianak. Studi ini untuk menjawab permasalahan berikut: bagaimana strategi membaca cermat secara langsung dapat meningkatkan kemampuan pemahaman membaca siswa melalui orientasi, komplikasi dan resolusi pada teks naratif. Dalam penelitian ini direct reading thinking activity strategi adalah strategi membaca yang mana berfokus dalam meningkatkan pemahaman membaca siswa dalam menemukan ide pokok, informasi terperinci, referensi, kesimpulan dan kosakata baru pada teks naratif. Studi ini menggunakan metode penelitian tindakan kelas. Alat pengumpulan data menggunakan observasi langsung dan halaman catatan. Dalam siklus pertama, kedua dan ketiga penulis menggunakan gambar dan teks sebagai membantu teknik tersebut. Dari hasil tes penilaian, data menunjukkan bahwa nilai rata-rata siswa mengalami peningkatan dari siklus pertama hingga siklus ketiga. Dari hasil analisis

data menunjukkan pemahaman membaca siswa pada teks naratif menggunakan direct reading thinking activity strategy meningkat.

**Kata kunci :** Pemahaman Membaca, Teks Naratif, dan Strategi Membaca Cermat Secara Langsung.

**R**eading comprehension is the understanding of information and idea through the interaction between reader and the author from a certain kind of text. Reading comprehension has been described as a complex intellectual process involving a number of abilities (Vaezi: 2006). This abilities will help the readers to comprehend the text. "Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page" (Westwood, 2001:10). In order to understand the text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message.

The whole purpose for reading is comprehending the text to get the information. Most definitions of reading stress that it is a process of getting meaning from print (2001: 10). Reading comprehension is also about relating the prior knowledge to new knowledge contained in the text. In conclusion, reading comprehension is the process of understanding and constructing meaning from a piece of text.

The goal of reading comprehension in junior high school is to make the students be able to understand and get information from the text given by the teacher,. The text given to student SMP Negeri 2 Pontianak is narrative text. It purposes are to investigate the students' improvement in reading comprehension about the main idea and factual or details information, reference, inference in orientation, complication and resolution in narrative text to the eleventh grade students of SMP Negeri 2 Pontianak.

Because of that, the appropriate strategy and material well is important to improve students' comprehension. To comprehend the text easily the teacher uses the material from the book according to the level of students. The researcher applies direct reading thinking activity strategy because teaching is not only about select the appropriate teaching strategy, but also selects the materials that are relevant to the curriculum. It has proved that the students showed their active, improve their prior knowledge.

According to Stauffer (1975) the direct reading thinking process encourages students to be active and thoughtful readers and enhancing reading comprehension. This strategy gives the students opportunity to make prediction while they are reading. The basic direct reading thinking activity involves the teacher working with a small group of students (6–12) as they read a short story or selection, pausing at teacher-selected stopping points to think and predict Blachowicz & Ogle (2008:138).

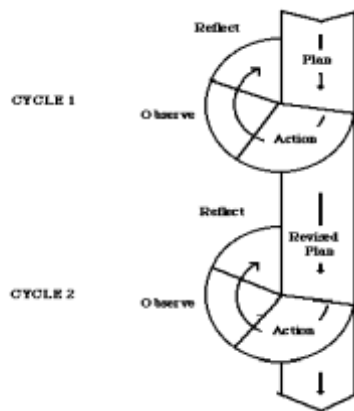
By using direct reading thinking activity strategy, help students to read more quickly to identify the problem of the research.

Directed reading- thinking activity is a metacognitive strategy that teaches students to acquire and to be active their own purposes for reading. By setting their purposes for reading, students develop their reading and thinking processes while the teacher, through his/her questioning techniques precribes how the students will interact with the text. Conner (2006) defined “directed reading thinking activity as an activity that builds on past knowledge while enhancing students’ background, provides opprtunity for identification of unknown words, develops vocabulary, encourages problem-solving, cognition, metacognition and prepares students for reinforcement activities.”

The directed reading-thinking activity is a strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The direct reading thinking activity process encourages students to be active and thoughtful readers and enhancing their comprehension. the teacher taught narrative text by explaining the material to the students and asking the students to anwer the questions based on the text given. The teacher did not really pay attention to main idea and the unknown words found in the text. The teacher also did not explain what factual or details information covered in the orientation, complication and resolution of the narrative text. The students could not identify the message or moral lesson of the story. The students were lack in identify the unknown or new vocabulary. Directed Reading Thinking Activity helps students to think, predict, and remember what they have read.

## **METHOD**

A method of this research was class room action research study. Classroom action research is a solution of the problem and process to help the teacher doing the technique and support the teaching learning. In which the teacher acts as the researcher and tries to make a better learning process. In this research, the writer search what is the real problem, to analyze the cause and decided what action should be taken to solve such kind of problems. Kemmis and Mc Teggart in Burn (2010:8) mention classroom action research that consists of four steps. These steps are the plan, the action, the observation, and the reflection. Then, action research typically involves four broad phases in a cycle of research (Kemmis and Mc. Teggart (1988) In Burn (2010:7)). It means that every steps has relation each other to involve the phases and change better improvement by systematically process. The process use the act and data collecting. The following is the figure of the four steps in each cycle.



### **The scheme of classroom action research**

(Kemmis and McTaggart 1988 quoted by Burns (2010: 9))

The influence of the action research can be seen by analyzing the result of students understanding of the text. In this research, the researcher used 3 cycles and every cycle use the procedures of classroom action research.

In this research, the writer took subject from the problem found; the subject was tenth grade of SMP Negeri 2 Pontianak specifically from class B, consists of 36 students. The researcher chose that students as a participant because the researcher found some problem in teaching and learning of reading process.

Measurement technique was used by the writer to measure the students' reading comprehension by using DRTA technique. The tools of data collection used field note and observation checklist. The reading test consists of 20 items with four alternatives. This test was given at after the treatment. The writer used table of specification to measure students' score with the aspects of reading comprehension as the representation of the test material. To measure the students' mean score in test, the writer was totaling the score of all students then divided it by the number of students. The formula is described as follows:

$$M = \frac{\sum x}{N}$$

Notes:

M = Mean Score

$\sum FX$  = The sum of individual score

N = The number of students

## **RESEARCH FINDING**

### **Findings**

This research was conducted in three cycles. During applying this model, the researcher and the teacher cooperated to record the process-what actually happened in classroom through field notes and observation checklist table. After giving the assessment, the researcher computed the students' score and classified the mean score into the qualification. All those steps were done to obtain the research findings.

The result of this research have been taken from three cycles, cycle 1, cycle 2, and cycle 3. Each cycle will be described systematically based on the research has been conducted by the researcher. After conducting a research, the researcher would show her findings as follows: How does directed reading- thinking activity improve students' reading comprehension of narrative text to the eighth grade students of SMP N 2 Pontianak?

Based on the problems faced by the students, the students had difficulties to identify main idea, the factual or detail information in the orientation, complication and the resolution of the narrative text. It was also difficult for the students to identify the reference, inference and the vocabularies that was found in the story, so those problems could be improved by using directed reading- thinking activity strategy.

The researcher conducted the classroom action research at the eighth grade students of SMP N 2 Pontianak in class VIII B. The objectives of the first cycle were the students who were able to identify the main idea, the factual or details information, reference, inference and vocabulary. Based on the teaching objective on first cycle, the nurturing effects were the students developed their independent learning, cooperative learning, and mutual respectful based on directed reading-thinking activity strategy. The researcher conducted this research in two meeting (4x40 minutes). For the first and second meeting, the researcher conducted the teaching learning process in 80 minutes for each meeting. The researcher and the teacher found some students gave positive response during the activity. In the discussion, some students appeared active in the group, but others were talking about other things with their friends. The situation of the classroom when the students worked in groups to discuss was noisy. Some students asked permission to go the restroom. There were some students kept silent during the activity and did not follow the teaching learning process well. It meant teacher's performance need to be improved. Teacher should give more motivation and organize students to study. After discussion, both the teacher and the students discussed the answer together. The students who had the correct answer would get applause from their friends. To support this research, the researcher also interviewed some students in order to know what were the students' response in the lesson based on directed reading-thinking activity. The researcher chosed some students which got a high, average and low score as a representative. The interview consisted of 6 questions in Indonesian.

In this part, the researcher elaborated the stages of implementation of classroom action research: First Cycle, Planning Stage The researcher and the teacher selected

the eighth grade students of SMP N 2 Pontianak especially in class VIII B where they wanted to develop the students' reading comprehension. The researcher investigated the students' problems that happened in reading class. The problems were the students who were lack in identify the main idea and the factual or detail information in the orientation, complication and resolution in a narrative text. The students also had difficulties in identifying the reference, inference and unknown vocabularies in the narrative text.

The researcher and teacher had made the lesson plan, teaching media, observation checklist table and the form of field notes. The lesson plan and teaching media were constructed in such a way to encourage the students to get involved in the teaching learning process. The researcher prepared some media to help the students in learning the materials of narrative text. In the first cycle the researcher as the collaborator recorded the activities and situation during the implementation of directed reading- Thinking Activity in teaching reading comprehension of narrative text. The researcher asked the teacher to use some pictures as teaching media in order to attract the students' motivation and attention in the pre activity. The teacher used the pictures of birds like smart parrot to encourage the students to have more comprehension to the topic that they will learn. In addition, the teacher decided to use power point as a media to explain the material in order to help the students to understand some of the generic structure, language features, and grammatical pattern that related to narrative text. In order to add the students' understanding in learning those materials, the teacher had made them to get involved in teaching and learning process such as worked in groups and discussed their predictions , asked and answered questions, and read the text for the other groups . The teacher prepared all the tasks the exercise that related to the materials and used to help the students to get more comprehension of the material

While working on this reading test, some students showed their interest by asking certain questions. The teacher tried to answer the questions and gave explanation for the students briefly and shortly. But, there were some students who still laughing and talking. This condition disturbed another students. When they finished their work, they submitted their works to the teacher referring to the research questions, the following data are:

a) Mean Score

**Table 1**  
**The Mean Score Of Learning Outcomes Per Cycle**

<b>Cycles</b>	<b>Percentages (%)</b>
Cycle 1	63.61
Cycle 2	75.14
Cycle 3	89.03

b) percentages students score based on aspects of reading comprehension problem

**Table 2**  
**The Percentages Of The Result Students Score Per Cycle**

The aspect of reading comprehension	The percentages of the result (%)		
	Cycle 1	Cycle 2	Cycle 3
Main idea	4.31	5.00	5.00
Supporting detail	30.56	32.78	41.53
Reference	9.72	13.61	12.92
Inference	4.31	7.78	7.78
Vocabulary	14.72	15.97	21.81

It can be seen from the result first cycle, second cycle to the third cycle that the use of direct reading thinking activity strategy for the students' reading comprehension on narrative text to the eighth grade of SMP Negeri 2 Pontianak improved.

### **Discussion**

This classroom action research was conducted in three cycles. Each cycle consisted of planning stage, acting stage, observing stage, and reflecting stage. The teacher kept monitoring and evaluating what had done in the entire process of cycle 1 to improve the result in cycle 2 and cycle 3. The acting stage was conducted in two meetings (2x40 minutes) that was performed during the teaching and learning process. While doing teaching and learning process, the teacher acted as a collaborator and asked the English teacher in SMP 2 Pontianak to teach the class. The problems of the students in reading narrative text were as follows: 1) The students still had difficulties in understanding the main idea or topic and factual or detail information from the generic structure on narrative text. 2) The students are confused to identify the reference, inference and unknown or new vocabularies. The researcher prepared some media to help the students in learning the materials of narrative text. In the first cycle the researcher as the collaborator recorded the activities and situation during the implementation of directed reading- Thinking Activity in teaching reading comprehension of narrative text. The researcher asked the teacher to use some pictures as teaching media in order to attract the students' motivation and attention in the pre activity. The teacher used the pictures of birds like smart parrot to encourage the students to have more comprehension to the topic that they will learn. In addition, the teacher decided to use power point as a media to explain the material in order to help the students to understand some of the generic structure, language features, and grammatical pattern that related to narrative text. In order to add the students' understanding in learning those materials, the teacher had made them to get involved

in teaching and learning process such as worked in groups and discussed their predictions , asked and answered questions, and read the text for the other groups. The teacher prepared all the tasks the exercise that related to the materials and used to help the students to get more comprehension of the material. This exercise covered the teaching material with theme – Culture. The researcher prepared the classroom. The tables and the chairs were situated in groups for students' discussion. In each group consisted of six to eight students.

In teaching reading comprehension of narrative text using Directed Reading-Thinking Activity Strategy, the teacher started the teaching learning process by greeting and checking the students' attendance. The teacher also started the teaching learning process by brainstorming the students in order to attract students' attention by asking the students about narrative text. The teacher explained the way how the students worked and participated by using DRTA. The students made the groups of six students in each group. The teacher wrote the title of narrative text in the white board, "The Smartest Parrot"

The teacher showed some pictures and asked the students some questions related material and students responded the teacher's questions. There were some pictures related to Parrot . Most of the students paid their attention to the pictures and responded to the teacher's questions. They were enthusiastic to see the picture but only some of them who could respond the teacher's questions. They were enthusiastic with the picture because it was familiar with them and they could found it directly in their daily life. Many of the students answered those questions using Indonesian.

Based on the result of classroom action research at SMP N 2 Pontianak, particularly on the eleventh grade students. The researcher concludes that there are some conclusions that founded in this study. This classroom action research was conducted in three cycles with four main stages - planning, acting, observing, and reflecting. The students' score improved step by step in each cycle until the fulfilled all indicators of success. This confirmed the teacher that the students' ability in reading comprehension of narrative text were improved by using directed reading-thinking activity strategy.

In the first cycle, almost most students (58 %) whose scores under the minimum level of 65 got difficulties in comprehending narrative text. The second cycle showed a good progress, from 36 students about 61,11 % whose score were 60-79 and 36,11 % whose score were 80-100 and 2,78 % whose score were 50-59. Third cycle showed a very good progress, from 36 students about 6 % whose score were 60-79 and 94 % whose score were 80-100. It was proved that students' reading comprehension of narrative text improved significantly by using directed reading-thinking activity strategy. 3) There was significant progress of students' achievement in every elements of narrative text from first cycle until third cycle. The average score of students' reading comprehension in identifying the main idea of narrative text was 4,31 on the first cycle; 5,00 on the second cycle and 5,00 on the third cycle. The average score of students' reading comprehension in identifying the factual or detail information in the orientation, complication and resolution was 30,56 on the first



cycle; 32,78 on the second cycle; 41,53 on the third cycle. The students' average score in identifying the reference was 9,72 on the first cycle; 13,61 on the second cycle; 12,92 on the third cycle. The students' average score in identifying inference was 4,31 on the first cycle; 7,78 on the second cycle; 7,78 on the third cycle. The students' average score in identifying the unknown vocabularies was 14,72 on the first cycle; 15,97 on the second cycle; and 21,81 on the third cycle. 4) The students' reading comprehension of narrative text was developed by using directed reading-thinking activity strategy. To improve students' reading comprehension of narrative text, the writer had applied some action, such as guided students to make predictions about the texts, asked some students to read the parts of text, asked the students to confirm or prove their predictions, asked the students to summarize the parts of the text that they predicted, asked the students to ask questions, made the groups for discussion during working with directed reading-thinking activity strategy. the researcher concludes that there are some conclusions that founded in this study. This classroom action research was conducted in three cycles with four main stages - planning, acting, observing, and reflecting. The students' score improved step by step in each cycle until the fulfilled all indicators of success. This confirmed the teacher that the students' ability in reading comprehension of narrative text were improved by using directed reading- thinking activity strategy

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the result of data collecting, the researcher makes some conclusions as follows: 1) The students' reading comprehension of narrative text was improved by using Directed Reading- Thinking Activity Strategy. This was proved by the result of mean score and the result of the observation. The mean score in the first cycle was 63,61; in the second cycle was 75,14; and in the third cycle was 89,03. 2) The students showed the significant progress, but there were still students showed little progress even though in the beginning of the treatment, they was still confused and difficult to identify the main idea, factual or detail information in orientation, complication and resolution. They were also still confused to identify the reference, inference and unknown vocabularies found in the narrative text. Finally, they were motivated and could comprehend the narrative text through directed reading-thinnking activity strategy.

### **Suggestion**

Based on the conclusion stated above, the writer would like to provide some suggestions as follows: 1) The appropriate topic for the students reading was necessary to make the students interested in reading and learning the material easily. The teacher should choose the materials which are closely related to the students' life and be relevant with the students' level. 2) Teacher should give more control and guidance to the students while they are working in groups with directed reading-

thinking activity strategy. It can help to make the instruction and the groups discussion to be more effective for the students. 3)Teacher should give more examples and show what to do with directed reading-thinking activity strategy. It is needed to do to minimize students' confusion in making predictions, asking questions, giving answers and reasons about the predictions they have made. 4) Teacher should give very clear instructions to avoid the students from confusion when they work with directed reading-thinking activity strategy and do the exercise or test. 5) Teacher may need to give more time for the students to practice writing their predictions.

## REFERENCES

Blachowicz. C. & Ogle . D. (2008). *Reading Comprehension Strategies for Independent Learners*. New York : The Guilford Press.

Burn, Anne. 2010. *Doing Action Research in English Language Teaching*. New York: Routledge.

Conner, Jennifer. (2006). *Instructional Reading Strategy: Directed Reading-Thinking Activity (DRTA)*: retrieved by <http://www.indiana/~1517/DRTA.htm>

Kemmis, Stephen, & Robin Mc Taggart (1998). *The Action Research Planner*. Australia: Deakin University

Stauffer, Russel G. 1975. *Teaching Reading as A Thinking Process*. New York: Harper & Row.

Vaezi, Shahin. March, 2006. "Theories of Reading 2." Vol.1 Journal of Iranian Language `Institute. Accessed 22 October 2010.

Westwood, Peter. 2001. *Reading and Learning Difficulties Approaches to Teaching and Assessment*. Camberwell: Acer Press.

